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ABSTRACT

Programmed materials are presented for teachers and administrators who want to become more familiar with the concept of career development in South Carolina. The package's two major goals are (1) to provide the learner with conceptual knowledge of career development and (2) to identify career development elements and objectives. Under the first goal are five objectives: to know what career development is, to identify the need for career development, to understand central issues involving career development, to identify your responsibilities on the career development team, and to prepare for career development implementation. Contained in these objectives are questions, exercises, a composite inventory, and a summary. For goal 2, seven basic elements inherent in career development implementation are identified: self-knowledge, decision-making, educational awareness, career awareness, economic awareness, social awareness, and attitudes and appreciations. Under each element are listed various objectives. Finally, the package depicts a suggested objectives-activities matrix. (CSS)

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Career Development 1974

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Lexington School District Three
Batesburg, South Carolina
Director: Leon F. Temples

(2) Research and Development Project in Career Education
Spartanburg School District Five
Duncan, South Carolina
Director: George O. Coan, Jr.

(3) Exemplary Project in Career Education
Richland School District Two
Columbia, South Carolina
Director: H. Dale Holden
Associate Director: Judith G. Harlan

(4) Piedmont School Project
Greenville County School System
Greer, South Carolina
Director: Eileen Robertson

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Prepared by

South Carolina State Department of Education
Office of Vocational Education
Career Development Section
Columbia, South Carolina 29201

1974

FOREWORD

Helping a child relate to his world is perhaps the major responsibility of our educational system. Career Development and its emphasis on the total growth of the individual is an effort to refocus our traditional teaching techniques beyond learning by rote. This teaching methodology is a practical, pure approach toward educating our students. Essentially, the practice of Career Development is an attempt to place our years of rhetoric into use.

Cyril B. Busbee
State Superintendent of Education

INTRODUCTION

We in education must continue to upgrade, retool, recycle (to use a few of the current terms), and move ahead to provide the best possible educational environment for the children and youth in our midst. To provide an atmosphere which is now-oriented and at the same time supply learning necessary for the future, we need a "finely tuned" educational setting. The career development movement provides us with a way to carry out this fine-tuning process. The following programmed materials have been designed to help you become more familiar with the concept of career development in South Carolina.*

The package is geared toward an administrator and teacher audience. It is based on the rationale that all people do work, whether or not they are salaried.

As far as the time element is concerned, please note:

(1) If you do not have the time to be involved in the activities and prefer to take the pre and post tests and read the package, allow thirty minutes.

(2) If you want to be involved in the activities, please allow a minimum of two hours.

(3) If you include viewing the film, add an additional thirty minutes.

Finally, please realize that no distinction is drawn between the terms career, job, and vocation. They are used interchangeably.

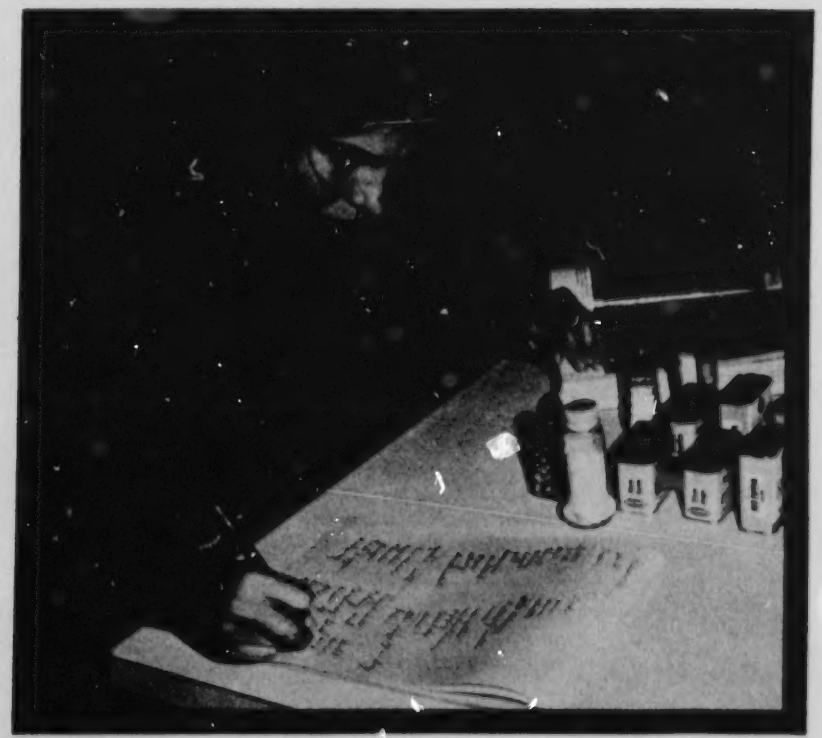
*We have purposely chosen to use the term "Career Development" instead of "Career Education." The logic is that people have a tendency to interpret career education as education about careers. On the other hand, career development is usually interpreted as a continuous building process which is aimed at developing the *total* individual.

1.00 GOAL: To provide you with a conceptual knowledge of career development.

OBJECTIVES

(1.10) To know what career development is.
(1.20) To identify the need for career development.
(1.30) To understand central issues involving career development.
(1.40) To identify what your responsibilities on the career development team are.
(1.50) To prepare for career development implementation.

2.00 GOAL: To identify career development elements and objectives.



Read below for directions to be followed in using these programmed materials.

I. Begin by reading the first objective (1.10).

II. Respond to the questions following the stated objective. Select one answer for each question. (This guide is yours to keep; therefore, do not hesitate to make notes or mark it in any way you see fit.)

III. Turn to the following page for the preferred answers. If you successfully answered all questions, you may proceed to the activities at the end of that section. If you do not agree with all of the preferred answers, then read the brief section immediately following those answers

IV. Individual and/or group exercises follow the written sections. These exercises are optional only after you have correctly responded to all the questions for each section.

V. Once you have completed the exercises, you are ready to move on to the next objective. These same procedures are followed for the remaining objectives.

VI. A composite inventory follows the last exercises for objective (1.50). Respond to the questions and check your answers.

VII. If you do not agree with all of the preferred responses, then read the summary section beginning on page (39).

NUTSHELL DIRECTIONS

1. Read objectives.
2. Answer questions. Disagree-read and/or listen to material.
3. Complete exercises.
4. Complete composite inventory.
5. Read summary.

Objective (1.10):

To know what Career Development is

Questions: Select one answer for each of the following questions.

(1.11) Career development grows out of

_____ (a) The ills of society
_____ (b) The failings of public education
_____ (c) A positive view of educational technology adjusting to changes in society
_____ (d) Manpower needs

(1.12) Career development is concerned with

_____ (a) Work roles
_____ (b) Family roles
_____ (c) Hobbies and leisure time
_____ (d) All life roles

(1.13) Career development can

_____ (a) Help prepare students for jobs
_____ (b) Make school more interesting
_____ (c) Help to bridge the discipline gaps
_____ (d) All of above

(1.14) Which of the following is a true statement?

_____ (a) All people should work
_____ (b) All people do work
_____ (c) There are not enough people working
_____ (d) Unemployment figures show that many people are lazy

(1.15) A career is

_____ (a) Only the work a person does
_____ (b) That which results in a person being a participating, contributing, self-fulfilled member of society
_____ (c) The jobs a youngster will have in the future
_____ (d) The composite of all life experiences

Turn to the next page for the preferred answers.

Answers to questions on page (4).

1.11 (c) 1.12 (d) 1.13 (d) 1.14 (b) 1.15 (b)

If you successfully answered all questions, you may proceed to the activity on page 10 or the next objective (1.20) on page 12. If you did not agree with all of the preferred answers, then read the brief section beginning on page 6.

WHAT IS CAREER DEVELOPMENT?

Career development has been defined as establishing a relationship between education and work by including all students in the educational process. Beyond that the ultimate goal is to make work become meaningful and satisfying to each individual. In other words, the purpose of career development is to help every individual become a fully participating, contributing, and self-fulfilled member of society. Since all people do work, whether or not they are salaried, it is also agreed that career development must be infused into all levels of education.

Career development in South Carolina consists of seven basic elements.

Self-knowledge consists of perceiving one's self as a unique individual separate from all other individuals. This includes an understanding of the dignity of self on an individual basis as well as on a group level. In addition, it encompasses the feeling that one has some control over the decisions one makes, the action one takes, and the kind of person one is. Thus, the individual can ultimately make a career choice which relates to his particular abilities, attitudes, and aspirations thereby achieving a sense of security and personal satisfaction. In the classroorn such traits as punctuality, neatness, cooperation, sharing, and responsibility can be cultivated, enhancing one's opinion of himself as well as making him a contributing member of society.

Decision making includes acquiring the basic skills in problem solving. These skills must be taught through practical experiences in the classroom. The individual who possesses decision-making skills will ultimately be better equippped to analyze alternatives in both verbal and written form. Thus, he can deal and be flexible with the consequences of his decision.

Career awareness defines students' acquaintances with a wide variety of occupations. Beginning with the knowledge of the jobs of home members and school personnel, the student can relate these occupations to community functions. Since much of one's total life routine is organized around the work one does, it is vital that students become totally aware of the gamut of available careers.

Economic awareness helps the student differentiate among what is available, what is needed, what is wanted, and what is luxury. Thus, he must develop an understanding of the monetary system, the law of supply and demand, and the tax system, all of which help him to determine his occupational choice. In addition, he develops his own concept of the management of his finances (i.e., learning, spending, borrowing, savings).

Educational awareness involves helping students learn how their school subjects are related to daily life and the world of work. By relating current lessons to future work, teachers can answer the common question, "Why do we have to study this?" The student realizes that the basic skills learned in school, at any level, help prepare him for life. Educational awareness also involves learning the amount of training necessary for occupations.

Attitudes and appreciation for work are key elements in the degree of success attained by workers. Thus, students should be helped to develop a healthy attitude toward careers and to appreciate all forms of work. The student's ability to perceive people affects his ability to work cooperatively. In addition, his ability to exhibit traits of dependability and responsibility in a variety of settings is strong evidence of how well he may perform in his career.

Social awareness involves learning to get along with others and becoming sensitive to their needs. It also encompasses the ability to accept criticism and direction and to assume responsibility. Students should be helped to develop these abilities, for personal relationships with fellow workers are important.

Career development involves the inclusion of these seven elements into the existing curriculum. Career development aims for every individual to become a participating, contributing, and self-fulfilled member of society. Career development takes place at all educational levels and is for all students. Career development involves more than merely earning a living.

Activity for Objective (1.10)

Since there is no perfect model of career development to lend itself for imitation, each operation must be defined at the local level to meet local needs. With this fact in mind and with the ideas presented to this point, write a paragraph giving your definition of career development.

Objective (1.20):

To identify the need for career development

Questions: Select one answer for each of the following questions.

(1.21) Career development in the school should be focused primarily upon the needs of

_____ (a) Society in general
_____ (b) The local community
_____ (c) The individual student
_____ (d) The school curriculum

(1.22) Career development is the responsibility of

_____ (a) The individual student
_____ (b) The school
_____ (c) Business and industry
_____ (d) The state department of education

(1.23) The average person changes jobs the following number of times during his life

_____ (a) 2
_____ (b) 4
_____ (c) 8
_____ (d) 12

(1.24) Most people when asked about their *job* say they are

_____ (a) Satisfied
_____ (b) Dissatisfied

(1.25) It is much more difficult for the average person to make a career choice today than at any other time in history.

_____ (a) Agree
_____ (b) Disagree

(1.26) Career development is needed to help individuals

_____ (a) Make career decisions much earlier in their school careers
_____ (b) Learn general decision-making skills for personal, social, educational, and career development
_____ (c) Move to the top of the career ladder much quicker

Answers to questions on page 12

1.21 (c) 1.22 (a) 1.23 (b) 1.24 (b) 1.25 (a) 1.26 (b)

If you successfully answered all questions, you may proceed to the activity on page 16 or the next objective (1.30) on page 17. If you did not agree with all of the preferred answers, then read the brief section beginning on page 14.

THE NEED FOR CAREER DEVELOPMENT

At a time when so many social changes are taking place, the importance of the school and education is greater than ever. While knowledge is doubling every five years, the possibility of teaching all there is to learn becomes more remote each day. All this knowledge is baffling to the teacher and in turn to the student. How can the teacher tie into her class the knowledge which is important for the student to lead a successful, productive, and fulfilling life?

Many adults are quite uncomfortable in their life careers because of improper planning and a lack of understanding of the connection between school and a career. Likewise, because many people in the work force have been unable to see their career as a fulfilling part of life, they have found little satisfaction in life itself.

A job is not a job in itself but becomes a part of a life career. The average worker changes jobs four times during his lifetime. Although the last job one holds may not appear to be in any way tied to the first, there is a relationship, for all of one's jobs are based upon decisions made about one's career. Some decisions lead to happy life experiences, others not so happy. These decisions, covering all aspects of personal, social, educational, and career development, do not have to be made by chance; in fact, one should not take that risk. Career development is needed, first of all, so that one develops early in life the ability to make appropriate decisions. Second, it is needed so that one can not only choose a career but also be able to enter it and then be able to move in multiple directions. A third reason for career development is to give a person as many choices as possible, rather than a limited few, none of which might be suited for him. Fourth, the process is needed so that one can, when appropriate, get the necessary training for a desired job. Fifth, the concepts of this type of program are mandatory if students are to be allowed to develop all of their human talents. In addition, it can provide an opportunity for teachers to discover the needs of individual students, but places the responsibility for career development on the student, not on the school or society.

Career development begins not when one chooses his first job but with his early experiences with life, including all school experiences. This process is now, and is for everyone! Individuals are capable of making decisions if given the opportunity. The challenge that faces all of us is whether or not we are going to help students by giving them opportunities to grow as total persons or simply teach subject matter! It is our attitude toward learning and children that makes lasting impressions.

Activity for Objective (1.20)

We hope this activity will help you realize the need for career development in your classroom and in your community.

Procedure

1. Each person lists five reasons for career development within his classroom.
2. Each person lists five reasons for career development within his community.
3. Groups of four or five share lists of reasons and arrive at five priority reasons for career development in the classroom and five for the community.

Note

1. Self-knowledge
2. Decision-making skills
3. Career awareness
4. Economic awareness
5. Educational awareness
6. Attitudes and appreciations
7. Social awareness

Objective (1.30):

To understand central issues involving career development

Questions: Select one answer for each of the following questions.

(1.31) Career development is needed

_____ (a) Primarily by special students, such as potential dropouts and the disadvantaged
_____ (b) Mainly by vocational students
_____ (c) Mainly by middle school and secondary school students
_____ (d) By all students

(1.32) Career development

_____ (a) Should be taught 30 minutes a day
_____ (b) Will take time away from other subjects
_____ (c) Is a new focus of education and the question of time is irrelevant
_____ (d) Will require planning time but should make the time more productive

(1.33) Career development is a new concept

_____ (a) Yes
_____ (b) No
_____ (c) Yes and No
_____ (d) Neither

(1.34) The primary investment of career development will be

_____ (a) The content it replaces
_____ (b) The salary for a career development coordinator
_____ (c) Special material
_____ (d) Teacher interest and planning

(1.35) Career development should promote

_____ (a) Vocational and academic preparation
_____ (b) Wise subject selection
_____ (c) Greater personal options
_____ (d) Individual maturity
_____ (e) All of the above

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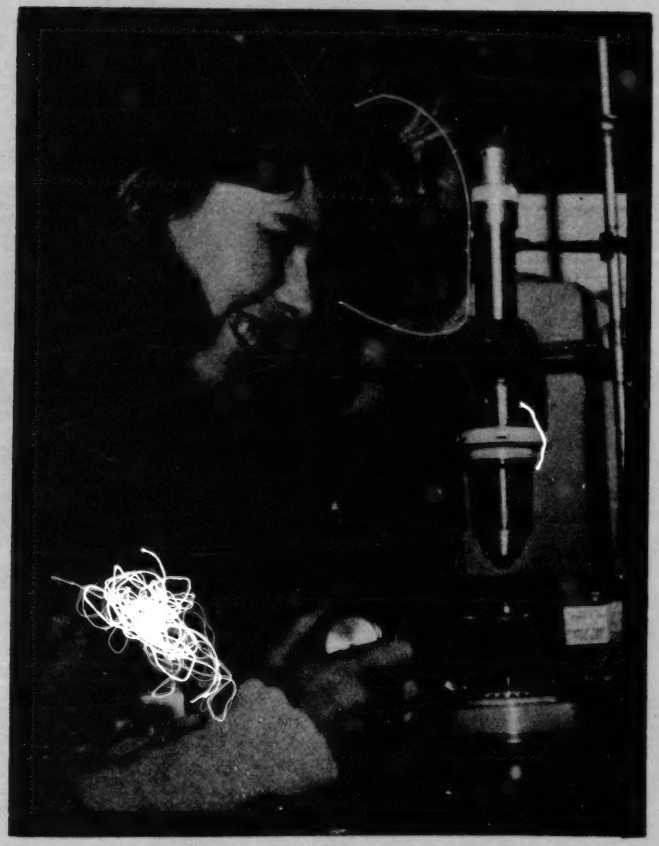
(1.36) Vocational education is

_____ (a) Synonymous with career development

_____ (b) A part of career development

_____ (c) The ultimate goal of career development

_____ (d) Less important than career development



31 Turn to the next page for the preferred answers.

Answers to questions on page 17

1.31 (d) 1.32 (d) 1.33 (c) 1.34 (d) 1.35 (e) 1.36 (b)

If you successfully answered all questions, you may proceed to the activity on page 24 or the next objective (1.40) on page 25. If you did not agree with all the preferred answers, then read the brief section beginning on page 20.

CENTRAL ISSUES INVOLVING CAREER DEVELOPMENT

There are currently many questions centered around career development. Six central issues are discussed in the following paragraphs.

Issue 1: Career development is for someone else.

Response: Parents will frequently think of career development as being for someone else's child: "My child is going to college." Teachers will often say that career development is for another, often slower, group of students: "My children are college bound, gifted, or studying music appreciation, and that has nothing to do with careers." Career development is for all students, in every grade and in every classroom. For example, music appreciation is part of self-understanding (self-knowledge). Does the student like Bach or Bacharach? Are his likes different from other students? Does that difference contribute to the uniqueness of his being? In what ways does he express his uniqueness through music? Does he *make decisions* (decision making) about music? In what careers is discrimination of sounds important (career awareness)? Can he make enough money to support his chosen life style in some job that involves music or sounds (economic awareness)? What type of training is needed for the job he has chosen (educational awareness)? Does a disc jockey need to go to college? Does the work of the disc jockey have meaning, give satisfaction; is it purposeful (attitudes and appreciation)? What is the proper dress and conduct when attending a rock concert or a classical recital? Would a friend enjoy accompanying him? Does music contribute to only a special few (social awareness)?

If career development is viewed as being for someone else, it probably reflects a limited definition and misunderstanding of career development.

Issue 2: I don't have time to *teach* career development.

Response: Some people fear that their curriculum is too crowded: "I don't have enough time to teach basic reading now. If students have career development, they won't have time to study foreign language, mathematics, or my course." This view is held by persons who view career development as a new discipline. For some people career development is an innovation that is finding its way into the curriculum by pushing something else aside.

Career development is not a new subject, but a new way of teaching. Career development is not teaching something different but teaching differently. Some writers have referred to this as an infusion method, incorporating career development into all existing subjects and existing levels. It is making course content relevant to the career world. For some unknown reasons, work supposedly only occurs behind walls or at places different from where children live. Career development is an effort to relate what is taught to the work roles, non-work (leisure) roles, and family roles.

Issue 3: Career development is nothing new. Many good teachers have been doing it for years.

Response: Yes and no. Yes, many good teachers have been making their classes relevant to present and future life. The problem has been that while some teachers have been doing this very successfully, others have not. While it has been happening in some rooms some of the time, it has not been occurring in all rooms all of the time or on a planned comprehensive basis. What we are aiming at is a curriculum that is planned and sequential. The South Carolina career development approach incorporates seven elements into the existing curricula:

1. Self awareness
2. Decision-making skills
3. Career awareness
4. Economic awareness
5. Educational awareness
6. Attitudes and appreciation
7. Social awareness

Good teaching has for years included activities like field trips, role playing and use of community resources. However, it is the systematic approach (goals and objectives) implemented continuously through career activities which is new. It is people oriented, not establishment oriented.

Issue 4: Career development requires special material and personnel. Can we afford it?

Response: Some programs have been implemented by special teachers. Some systems have provided especially trained consultants to locate material, plan activities, and arrange for resource persons. Evaluation studies have indicated that these consultants are not essential to career development programs. Many teachers have implemented great programs of career development with old refrigerator boxes, jars of poster paint, and some donated garden hose. The greatest investments in career education are your enthusiasm, interest, and planning time. Whatever approach to teaching you use, if you ask yourself, "In what way have I incorporated career development elements into this lesson?" you will have introduced career development into your curriculum with a very minimum of time or money.

Issue 5: Career development promotes early career choices.

Response: Some people view career development as helping to prepare students for choices they must make later in life, such as what subjects to elect in ninth grade or choosing a job. While this may be true in some cases, it is not a primary goal of career development. Career development involves the divergence as well as convergence of vocational interest and leisure time interest. Career development tries to increase the options available to a student, for choices cannot be made from among that which is not known. As the student becomes aware of a wider choice of careers, he may delay career choice. Early career choice has no particular virtue.

Issue 6: Career development is a new name for vocational education.

Response: Vocational education as preparation for a job is a *part* of career development. Vocational education is a skill training phase. It should be pointed out, however, that all other subjects relate to preparation for work also. The acquisition of reading and mathematics skills represents preparation for work.

It should also be pointed out that the awareness of the world does not end with sixth grade but continues throughout all of education.

Activity for Objective (1.30)

These issues are only a sample of the many that have been raised by faculty groups. Issues usually take the form of objecting to change. In reality career development does represent a change, perhaps most of all in the attitude of educators. In addition to the issues maintained above, identify and list three issues you feel are most apt to be raised in your school or community.

Now propose three possible solutions or answers to each issue.

Issue 1: _____

Solution or Answer

A. _____

B. _____

C. _____

Issue 2: _____

Solution or Answer

A. _____

B. _____

C. _____

Issue 3: _____

Solution or Answer

A. _____

B. _____

C. _____

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Proceed to objective (1.40)

Objective (1.40):

To know what your responsibilities on the career development team are

Questions: Select one answer for each of the following questions.

(1.41) Which member of the career development team has the primary responsibility for coordinating the use of school and community resources?

(a) Teacher
(b) Principal
(c) Counselor
(d) Parent
(e) Community resource person

(1.42) Which team member has the primary responsibility for providing group guidance experiences in the classroom?

(a) Teacher
(b) Principal
(c) Counselor
(d) Parent
(e) Community resource person

(1.43) Who has the primary responsibility for providing opportunities within the classroom for students to have decision-making experiences?

(a) Teacher
(b) Principal
(c) Counselor
(d) Parent
(e) Community resource person

(1.44) Which team member has the responsibility for organizing a career development committee composed of staff members, students, parents, and community leaders?

(a) Teacher
(b) Principal
(c) Counselor
(d) Parent
(e) Community resource person

(1.45) Who of the following has the primary responsibility for helping to supply observation experiences to students so they can see workers in action?

(a) Teacher
(b) Principal
(c) Counselor
(d) Parent
(e) Community resource person

(1.46) Which member of the career development team has the primary responsibility for providing opportunities for children to work and accept responsibility at home?

(a) Teacher
(b) Principal
(c) Counselor
(d) Parent
(e) Community resource person

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Turn to the next page for the preferred answers.

Answers to questions on pages 25 and 26

There is no uniform set of preferred answers for these questions. Each school, to have a working program, must decide role responsibility according to its own needs.

If you have answered all questions, you may proceed to the activity on page 30 or to the next objective (1.50) on page 32. If you would like suggested role responsibilities, then read the brief section beginning on page 28.

Career development requires a team approach with school personnel working together with community, business and industry. Each member of the team has particular responsibilities. These responsibilities may vary for each school district; however, some suggested guidelines follow.

SUGGESTED REPONSIBILITIES OF MEMBERS OF THE CAREER DEVELOPMENT TEAM

Parents' Responsibilities include providing opportunities for their children to work and accept responsibility at home, providing situations that allow children to make decisions and experience the results of those decisions, and maintaining communication between school and home to aid the student in his learning and planning.

Principal's Responsibilities are basically supportive and administrative, ranging from organizing a career development committee, supplying the necessary space, facilities and materials, to arranging staff in-service training that explains what career development is all about. His most important function, however, is to support and assist efforts by his teachers.

Counselor's Responsibilities are to coordinate the gathering and dissemination of current occupational, educational, and labor market information. He is responsible for providing individual and group counseling to help students in planning their future. In addition, the counselor must act as a resource to help teachers plan student learning experiences in their classrooms and identify and coordinate the use of school and community resources needed for career development.

Teacher Responsibilities are centered primarily around the learning environment and experiences in the classroom. These experiences should provide opportunities for students to increase knowledge of their strengths and weaknesses, increase their knowledge of the world of work, and improve their decision-making skills. Habits such as responsibility, cooperation and sharing should also be developed in the classroom. The teacher also has primary responsibility to conduct group guidance experiences for her students. This can be done with help from the school counselor and/or principal.

Community Members' Responsibilities include serving as resource persons to provide students with career information, helping to supply observation experiences so students can see workers in action, providing settings in which students can gain actual work experience, and helping to gather and maintain community support for the career development program in the school.

Activities for Objective (1.40)

Your school has planned and implemented a career development program; however, only half of the teachers are presenting career development experiences in their classroom. The problem is to get the rest of the teachers involved so that all students have an opportunity to benefit from the experiences.

(Join four other workshop participants for this activity.)

Group Activity

Each of you is a member of the career development committee in your school. There is a teacher, a student, a parent, a counselor, and a principal on this committee. Each of you selects one of these five roles to play. Your task is to come up with a list of committee recommendations outlining ways to get *all* of the teachers involved in your school's career development program.

Individual Activity

You have been appointed by the career development committee to investigate the reluctance of some of the teachers in your school to get involved in career development and to suggest some solution to this problem. In your report to the committee, list the reasons for not getting involved, and for each reason list what you think would be a good counter argument.

So far you have learned about the rationale and need for career development, common issues surrounding career development, and roles various members of the career development team play. The next step is to learn how to implement career development into your classroom. (There are no questions for this section.)

Objective (1.50):

To begin to implement career development

The film material describes one way career development can be implemented in a classroom. There are 7 four-minute segments which will transport you into an authentic classroom situation. (The classrooms which have been filmed include typical South Carolina teachers and students. The situations were not rehearsed.)

View film presentation.

Go on to the composite inventory following.

(1.11) Career development grows out of

_____ (a) The ills of society
_____ (b) The failings of public education
_____ (c) A positive view of educational technology adjusting to change in society
_____ (d) Manpower needs

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(1.15) A career is

_____ (a) The work a person does
_____ (b) That which results in a person being a participating, contributing, self-fulfilled member of society
_____ (c) The jobs a youngster will have in the future
_____ (d) The composite of all life experiences

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(1.21) Career development in the school should be focused primarily upon the needs of

_____ (a) Society in general
_____ (b) The local community
_____ (c) The individual student
_____ (d) The school curriculum

(1.22) Career development is the responsibility of

_____ (a) The individual student
_____ (b) The school
_____ (c) Business and industry
_____ (d) The state department of education

(1.23) The average person changes jobs the following number of times during his life

_____ (a) 2
_____ (b) 4
_____ (c) 8
_____ (d) 12

(1.24) Most people when asked about their jobs say they are

_____ (a) Satisfied
_____ (b) Dissatisfied

(1.25) It is much more difficult for the average person to make a career choice today than at any other time in history.

_____ (a) Agree
_____ (b) Disagree

(1.26) Career development is needed to help individuals

_____ (a) Make career decisions much earlier in their school careers
_____ (b) Learn general decision-making skills for personal, social, educational, and career development
_____ (c) Move to the top of the career ladder much quicker

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(1.31) Career development is needed

_____ (a) Primarily by special students, such as potential dropouts and the disadvantaged
_____ (b) Mainly by vocational students
_____ (c) Mainly by middle school and secondary school students
_____ (d) By all students

(1.32) Career development

_____ (a) Should be taught thirty minutes a day
_____ (b) Will take time away from other subjects
_____ (c) Is a new focus of education and the question of time is irrelevant
_____ (d) Will require planning time but should make the time more productive

(1.33) Career development is a new concept.

_____ (a) Yes
_____ (b) No
_____ (c) Yes and No
_____ (d) Neither

(1.34) The primary cost investment of career development will be

_____ (a) The content it replaces
_____ (b) The salary for a career development coordinator
_____ (c) Special material
_____ (d) Teacher interest and planning

(1.35) Career development should promote:

_____ (a) Vocational and academic preparation
_____ (b) Wise subject selection
_____ (c) Greater job options
_____ (d) Individual maturity
_____ (e) All of the above

(1.36) Vocational education is

_____ (a) Synonymous with career development
_____ (b) A part of career development
_____ (c) The ultimate goal of career development
_____ (d) Less important than career development

(1.41) Which member of the career development team has the primary responsibility for coordinating the use of school and community resources?

_____ (a) Teacher
_____ (b) Principal
_____ (c) Counselor
_____ (d) Parent
_____ (e) Community resource person

(1.42) Which team has the primary responsibility for providing group guidance experiences in the classroom?

_____ (a) Teacher
_____ (b) Principal
_____ (c) Counselor
_____ (d) Parent
_____ (e) Community resource person

(1.43) Who has the primary responsibility for providing opportunities within the classroom for students to have decision-making experiences?

_____ (a) Teacher
_____ (b) Principal
_____ (c) Counselor
_____ (d) Parent
_____ (e) Community resource person

(1.44) Which team member has the responsibility for organizing a career education committee composed of staff members, students, parents and community leaders?

_____ (a) Teacher
_____ (b) Principal
_____ (c) Counselor
_____ (d) Parent
_____ (e) Community resource person

(1.45) Who of the following has the primary responsibility for helping supply observation experiences to students so they can see workers in action?

_____ (a) Teacher
_____ (b) Principal
_____ (c) Counselor
_____ (d) Parent
_____ (e) Community resource person

(1.46) Which member of the career development team has the primary responsibility for providing opportunities for children to work and accept responsibility at home?

_____ (a) Teacher
_____ (b) Principal
_____ (c) Counselor
_____ (d) Parent
_____ (e) Community resource person

Turn to the next page for the preferred answers.

Preferred answers to questions on the Composite Inventory.

1.11 (c)	1.21 (c)	1.31 (d)	1.41–1.46 Refer to page 27.
1.12 (d)	1.22 (a)	1.32 (d)	
1.13 (d)	1.23 (b)	1.33 (c)	
1.14 (b)	1.24 (b)	1.34 (d)	
1.15 (b)	1.25 (a)	1.35 (e)	
	1.26 (b)	1.36 (b)	

(1.11) The preferred answer (c) reflects the broad base of educational change which underlies the national need for career development. While ills of society, failings of public education, and manpower needs all exist and all contribute to the need for career development, it is educational technology adjusting to changes in society that career development is all about.

(1.12) The preferred answer is (d). Career is broader than jobs or work roles, family roles or non-work roles taken alone. It is all three of these.

(1.13) Career development is a refocusing of education to make all learning focus upon its usefulness. This will have the effect of making school more interesting. Subject matter disciplines are interrelated and will have to work together to accomplish the seven elements of career development. Therefore, "All of the above" (d) is the preferred answer.

Composite Inventory Summary

(1.14) While all people may not have salary-related jobs, all people perform tasks; therefore (b) is the preferred answer. The other three choices are value statements with which you may hold agreement but are not necessarily true statements.

(1.15) The preferred answer is (b) in that it incorporates the ideas of self-satisfaction, participation, and coping in socially useful ways. Answer (a) is an inadequate response in that it does not reflect the life-long continuity of career. Answer (c) is an inadequate response in that it is future oriented rather than now oriented. Answer (d) is a possible answer but tends to be too broad. Previous educational reforms have failed because they were too encompassing (life-adjustment-education) to be managed. Career development is an educational management system.

(1.21) The individual student's needs (c) should be the focus of career development. We have finally discovered that individuals do not think, act, or feel alike. There is no common program of education for all. The primary focus must be on the needs of the individual.

(1.22) The individual student (a) is responsibile for his or her own career development. Although the school and other external institutions can provide the necessary environments for this development, the ultimate responsibility rests with the individual.

(1.23) The preferred answer (b) indicates that the average worker changes jobs four times during his lifetime according to current statistics published by the Bureau of Labor Statistics.

(1.24) In many cases job changes reflect unhappiness or dissatisfaction (b) with one's career choice. The aim of career development is to help the student know the advantages of various jobs so he can ultimately make a more realistic career choice.

(1.25) Today it is much more difficult to make a career choice (a) for many reasons. There are approximately 20,000 different occupations for a student to select. The economy has become very complex and difficult to predict.

(1.26) If a person learns early in life some basic decision-making skills (b) with regard to personal, social, educational and career development, the changes as a result of dissatisfaction may very well be reduced. Career development does not require, as often misunderstood, that one must make a vocational choice earlier in life.

(1.31) Career development is not for any special group of students. The goals of career development are for all students (d). Students in any grade can profit from career development.

(1.32) Teachers are concerned about time when thinking about career development. It is not a separate subject; thus we cannot put per minute allotments on career development. We cannot dismiss time as irrelevant, of course. But career development would make the time spent teaching more meaningful to students (d).

(1.33) Career development is a new concept in the sense that it is a management system. It is not new in that teachers have previously been concerned with social awareness and the work relevancy of subject matter areas. Therefore, (c) is the preferred answer.

(1.34) Career development does not replace anything currently being taught though time priorities may be adjusted. Career development will require in-service time for staff development. Career development may generate some special materials, but the investment is not large, since it will primarily be in teacher interest and planning (d). Only the teacher can incorporate the seven elements into the instructional program, and that will require planning efforts.

(1.35) The preferred answer is (e). Career development will make students more aware of the multitude of job options available to them as well as provide them with the ability to make wise subject selections, both in academic and vocational preparation.

(1.36) Vocational education is only one part of career development (b). Reading and mathematics and all other subjects are also a part. No one discipline is more important or less important than another. An ultimate goal of career development is life satisfaction--not choosing a vocation.

(1.41)* The counselor (c) is in an excellent position to coordinate the use of school and community resources. His experiences in helping students find jobs and working with agencies such as the State Employment Service establish many valuable contacts. Through additional activities such as a Career Day, the counselor meets additional resource people.

(1.42) The teacher (a) has the primary responsibility for providing group guidance experiences in the classroom. The counselor should be available to help the teacher plan these experiences. However, ultimate responsibility must rest with the teacher.

(1.43) Providing opportunities in the classroom for students to develop decision-making skills is a responsibility of the teacher (a). Students can be given some freedom: for example, choosing projects they wish to attempt, deciding how to spend their recess, or choosing where to go on a field trip.

(1.44) The principal (b) has the primary responsibility for organizing a career development committee. This committee will play a key role in determining to what extent the career development program will be successful.

(1.45) Community resource people (e) in business and industry can provide opportunities for students to observe workers in action. This on-site observation is one of the best ways for students to acquire knowledge about a particular occupation.

(1.46) Parents (d) play an extremely important part in helping young people learn responsibility at home. Work habits are developed to a large extent at home and can be fostered by parents.

*1.41–1.46 These answers comply with approaches suggested on pages 28-30. However, your answers may differ according to your school's unique needs.

2:00 GOAL: To identify career development elements and objectives.

The following chart has seven headings which depict the basic elements inherent in the implementation of career development. Under each element are listed suggested objectives to be attained.

1. Complete the bottom section.
2. Refer to the chart and insert those element objectives you wish to attain.
3. Map out those activities which best help to meet the objectives you have cited.
4. After you have completed the classroom activities, evaluate the progress you have made.

SELF-KNOWLEDGE

To understand that everyone is responsible for his own actions.

To feel the dignity of self on an individual basis as well as in groups.

To be aware of individual capabilities and limitations.

To develop a realistic self-perception of individual abilities as they relate to career choices.

To develop self-confidence in the pursuit of an anticipated career choice.

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

To understand that individuals differ in their abilities, attitudes, and aspirations.

To become able to achieve an innate personal satisfaction to work. (The job may be school.)

To know that the need for security causes many workers to keep the jobs they have.

To realize that if work allows a person to exercise his positive self-concept and meet his needs, then his performance will increase.

To understand that one should continually reassess one's attitudes, interests, and lifestyle (i.e., values).

To recognize the vital importance of each family member.

To help match an individual's abilities and interests with the skills and process needed in the world of work.

To learn that the individual must be adaptable in a changing society.

DECISION-MAKING

To be able to cope with the consequences of personal decisions.

To recognize that all decisions made have a cause and an effect.

To be competent in the verbal and written analysis of alternatives.

To know and practice the components of the decision-making process:

(1) Identify problem or situation
(2) Consider alternatives
(3) Consider consequences of alternatives
(4) Select the best alternative
(5) Implement the best alternative
(6) Evaluate the results

To be able to solve school related problems.

To apply the decision-making process to home and social problems.

To apply the decision-making process to the study and selection of careers.

To learn to, reevaluate a prior decision when new information is available.

To understand that career development requires sequential series of choices.

To know that training or pursuing a career choice helps develop who a student really is.

To know that a tentative career choice should be based on attitudes, values, and interests and requires in-depth study.

To be knowledgeable about the flexibility of career decisions.

To recognize and accept others' decisions.

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).

To possess self knowledge when making realistic life choices.

EDUCATIONAL AWARENESS

To know that school is a job which requires certain basic skills for success.

To realize that workers need some kind of special training and knowledge for most jobs.

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

To understand that specialized skills lead to interdependency of jobs.

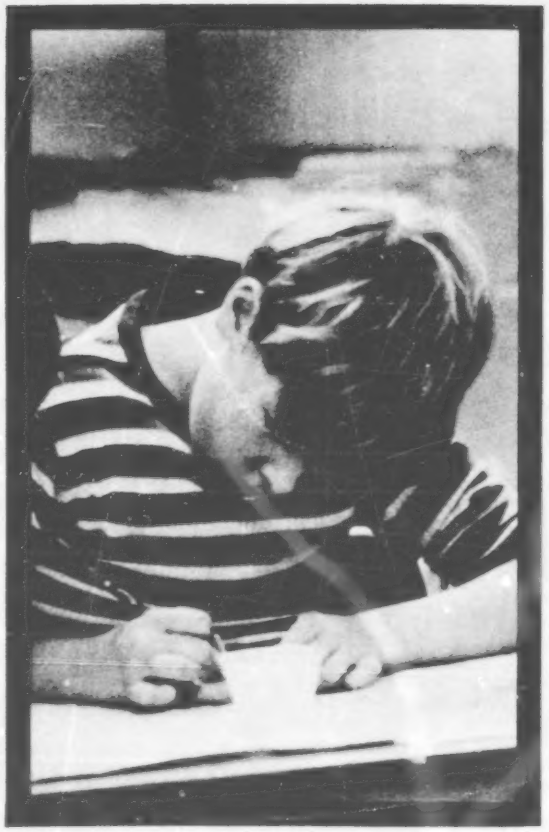
To know that tentative educational plans must be formulated in order to arrive at a certain goal.

To learn that human relations skills (e.g., communication) are as necessary as computational skills.

To recognize that there are many training channels directed toward job entry.

To acquire the basic skills and habits found in the working world.

To understand that knowledge or skills which are transferable will facilitate retraining.



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CAREER AWARENESS

To know the jobs of home members and school personnel.

To relate home and school jobs to community functions.

To know the jobs necessary to maintain the community.

To compare and contrast local jobs to national and international jobs.

To understand the relationship between attitudes and values and different careers.

To know that work organizations are human organizations.

To realize that because of labor market demand some people must take jobs that are available rather than being able to choose their vocations.

To recognize that an individual may be suited for numerous different occupations.

To know that much of one's total life routine is organized around the work one does.

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

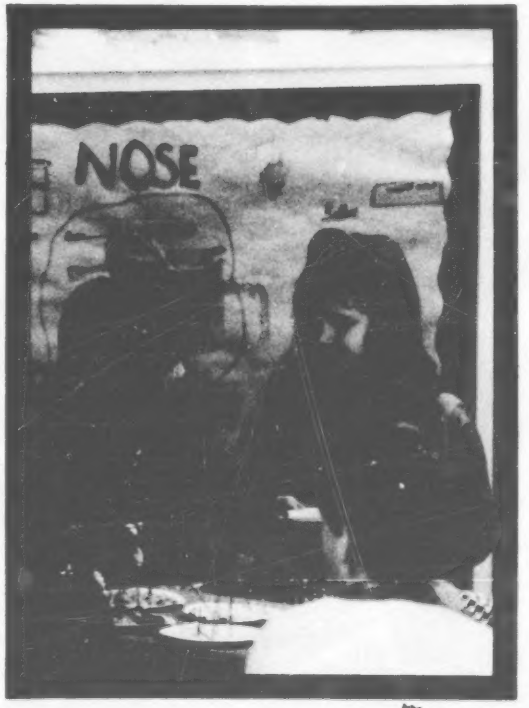
To know that vocational choice is determined by social, individual, and economic factors, each of which may operate independently on an individual.

To realize that geographical location determines the kinds of work found therein.

To understand that the work a man does tells more about him that is significant, in this culture, than any other single item of information.

To comprehend that school is a job.

To realize that hobbies and interests may lead to a vocation.



ECONOMIC AWARENESS

To identify within the home unit what is available, needed, wanted, luxury.

To understand the system of exchange of goods and service.

To understand the difference between the money exchange system and the barter system.

To comprehend the United States monetary system.

To understand the process of and relationship between production and distribution of goods and service.

To understand the law of supply and demand. (It helps determine occupational choice.)

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

To recognize the financial and legal tools that govern and protect the worker.

To apply knowledge of economic responsibilities to career decisions.

To understand the economic implications brought about when a career decision is made.

To know that most people spend their lives serving or in the service of others.

To take notice that the major reason most people work is money. ("Economic Security" is often in first place in job satisfaction studies.)

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

To recognize that work is a way of winning economic independence.

To understand that some workers produce goods while others produce services.

To be alert that technological progress changes, eliminates, and creates work.

To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

SOCIAL AWARENESS

To understand the need for cooperation in the completion of tasks.

To be able to accept criticism and direction.

To assume responsibility.

To understand the approach needed to resolve personal conflict between one's individual and group goals.

To relate the similarity between the order and structure of a school environment to society at large.

To know that work is a means of developing social relationships (i.e., acquiring social status and prestige).

To understand that personal relationships with fellow workers are important to job satisfaction.

To realize that an individual's work affects his standard of living (i.e., his total life-style).

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To understand that all jobs are dependent upon other jobs.

To realize that society is dependent upon the work of many people.

To know that society provides rewards for work.

ATTITUDES AND APPRECIATIONS

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

To recognize the vital importance of a cooperative spirit.

To learn to *analyze* working roles according to advantages and disadvantages.

To understand the relationship between occupations and their changes.

To *appreciate all* forms of work (i.e., to recognize the dignity inherent in all jobs).

To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values related to life choices.)

To know that the ability to perceive the environment affects one's attitudes toward work.

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

To realize that work means different things to different individuals.

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The following is a suggested Objectives-Activities Matrix. Element objectives and activities to accomplish those objectives should be stated before presenting classroom material. The evaluation section should be completed after classroom participation has occurred.

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OBJECTIVES–ACTIVITIES

ELEMENTS	ELEMENT OBJECTIVES	ACTIVITIES	EVALUATION
Self Knowledge			
Attitudes and Appreciations			
Decision Making			
Educational Awareness			
Career Awareness			
Social Awareness			
Economic Awareness			

DISTRICT _____ SCHOOL _____ DATES of ACTIVITIES _____

SUBJECT _____ GRADE or IGE UNIT _____

EDUCATIONAL CONCEPT _____

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Career development is defined by the National Institute of Education, Washington, D.C., as "the development of knowledge and of special and general abilities to help individuals and groups interact with the economics section. Learning in this context would occur in both formal and informal situations which motivate the learner by causing him to experience work directly."

Adhering to this philosophy, the South Carolina Department of Education Career Development Section more finely defines this human approach to education with the following premise:

CONCLUSION

> Career Education is a sequential, developmental process of specialized experiences for all people (kindergarten through adulthood). This process will incorporate currently established curricula into "real life" situations, thereby providing the individual with affective knowledge of attitude and value formation as well as cognitive skills. It will provide a personal approach in education, geared toward preparing the individual to rationally choose his place in the working society.

This programmed package of material has served as a tool to orient you with this philosophy. In addition, your completion of the exercises has provided you with the necessary knowledge for proceeding with implementation.

Remember that the practice of career development does not require a totally new curriculum, rather refocusing the presentation of those concepts already being taught. Allow your imagination to provide you with productive ideas! For impetus, you may want to refer to the accompanying booklet of suggested ideas for classroom activities.